



## **Learning Places: informing the future design of spaces and pedagogies that promote belonging, inclusion and equity in Higher Education learning environments**

O'Boyle, L. (2016). Learning Places: informing the future design of spaces and pedagogies that promote belonging, inclusion and equity in Higher Education learning environments. In *Unknown Host Publication* British Council.

[Link to publication record in Ulster University Research Portal](#)

**Published in:**  
Unknown Host Publication

**Publication Status:**  
Published (in print/issue): 03/05/2016

**Document Version**  
Publisher's PDF, also known as Version of record

**General rights**  
Copyright for the publications made accessible via Ulster University's Research Portal is retained by the author(s) and / or other copyright owners and it is a condition of accessing these publications that users recognise and abide by the legal requirements associated with these rights.

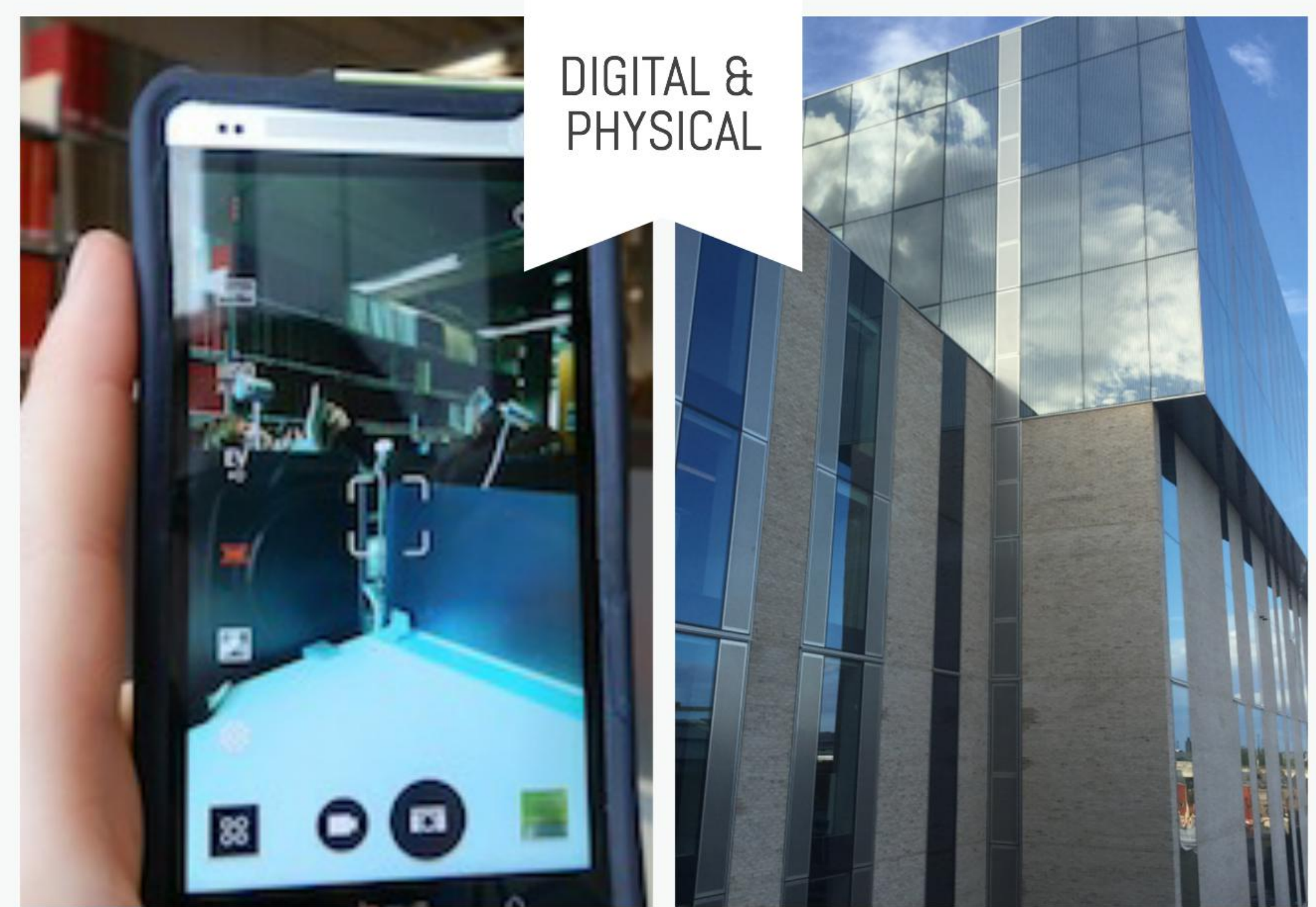
**Take down policy**  
The Research Portal is Ulster University's institutional repository that provides access to Ulster's research outputs. Every effort has been made to ensure that content in the Research Portal does not infringe any person's rights, or applicable UK laws. If you discover content in the Research Portal that you believe breaches copyright or violates any law, please contact [pure-support@ulster.ac.uk](mailto:pure-support@ulster.ac.uk).



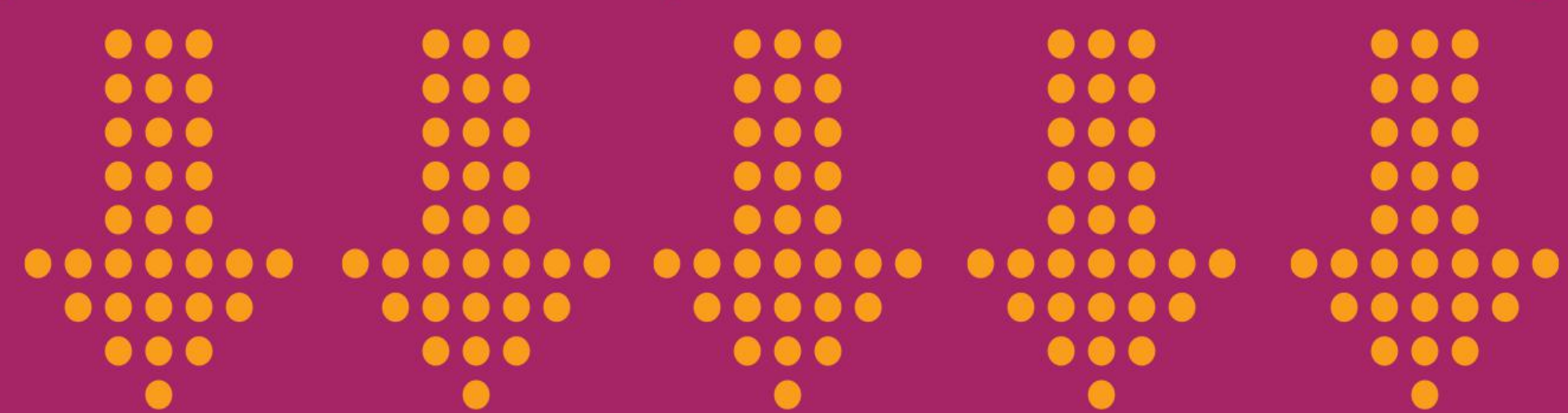
Informing the future design of spaces and pedagogies that promote belonging, inclusion and equity in Higher Education learning environments

# Learning Places

As the global higher education landscape undergoes change at an unprecedented rate, are learning spaces evolving in tandem, leading or chasing the change?



Advancements in information and communication technologies have penetrated all academic disciplines and formal bodies of knowledge

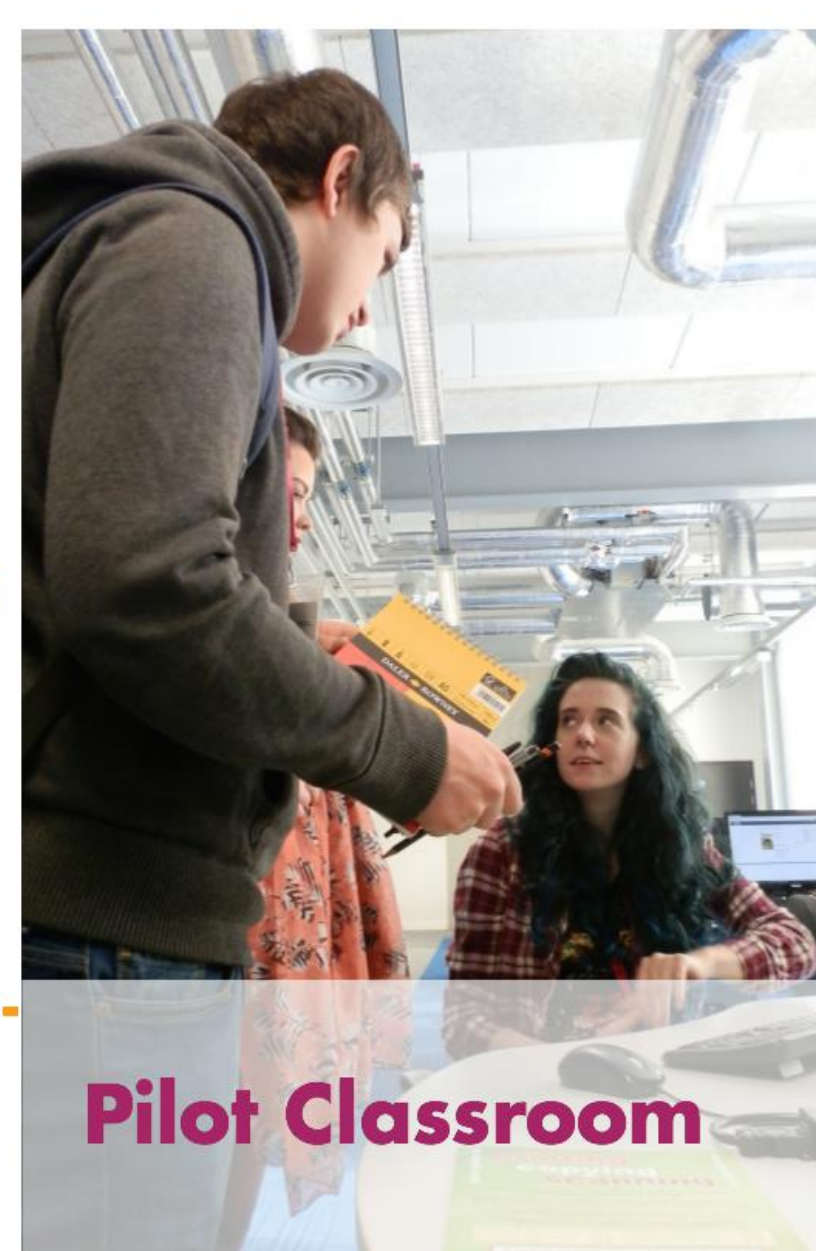


## OBJECTIVES



## METHODS

*What we did...*



Use Aurasma App to view films

## RESULTS

*From both qualitative & quantitative data...*

### KEY FINDINGS

- ★ Students feel their confidence, subject knowledge and digital literacy has improved.
- ▶ Flexibility in particular was highlighted as a key component to study successfully in tandem with personal and work circumstances.
- ▶ Attendance was consistently high throughout all sessions. Student engagement in the sessions had a significant impact on their performance in assessments.

### KEY FINDINGS

- ★ The results would support the view that the current & future student will demand greater engagement with peers, staff, programme content, physical & digital resources.
- ▶ Students felt genuinely included and valued by being able to express their views on their learning experience
- ▶ There is a marked improvement in performance between 2015/16 and 2014/15 cohorts; both are similar in levels of prior educational achievement, gender balance & age range.

## ENABLING

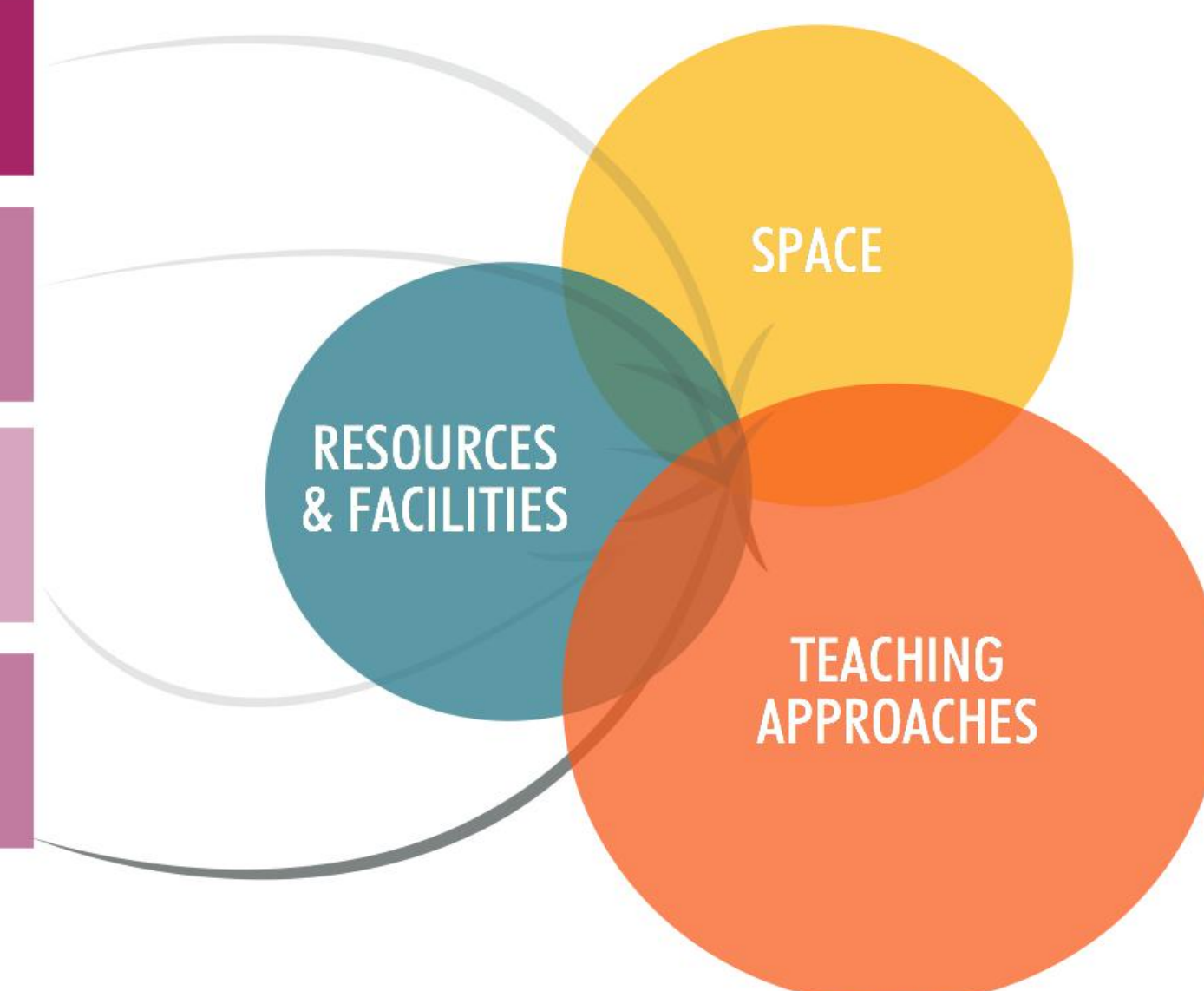
*Hybrid models of interactive learning, promoting...*

GLOBAL AWARENESS

SUSTAINABILITY

COLLABORATION

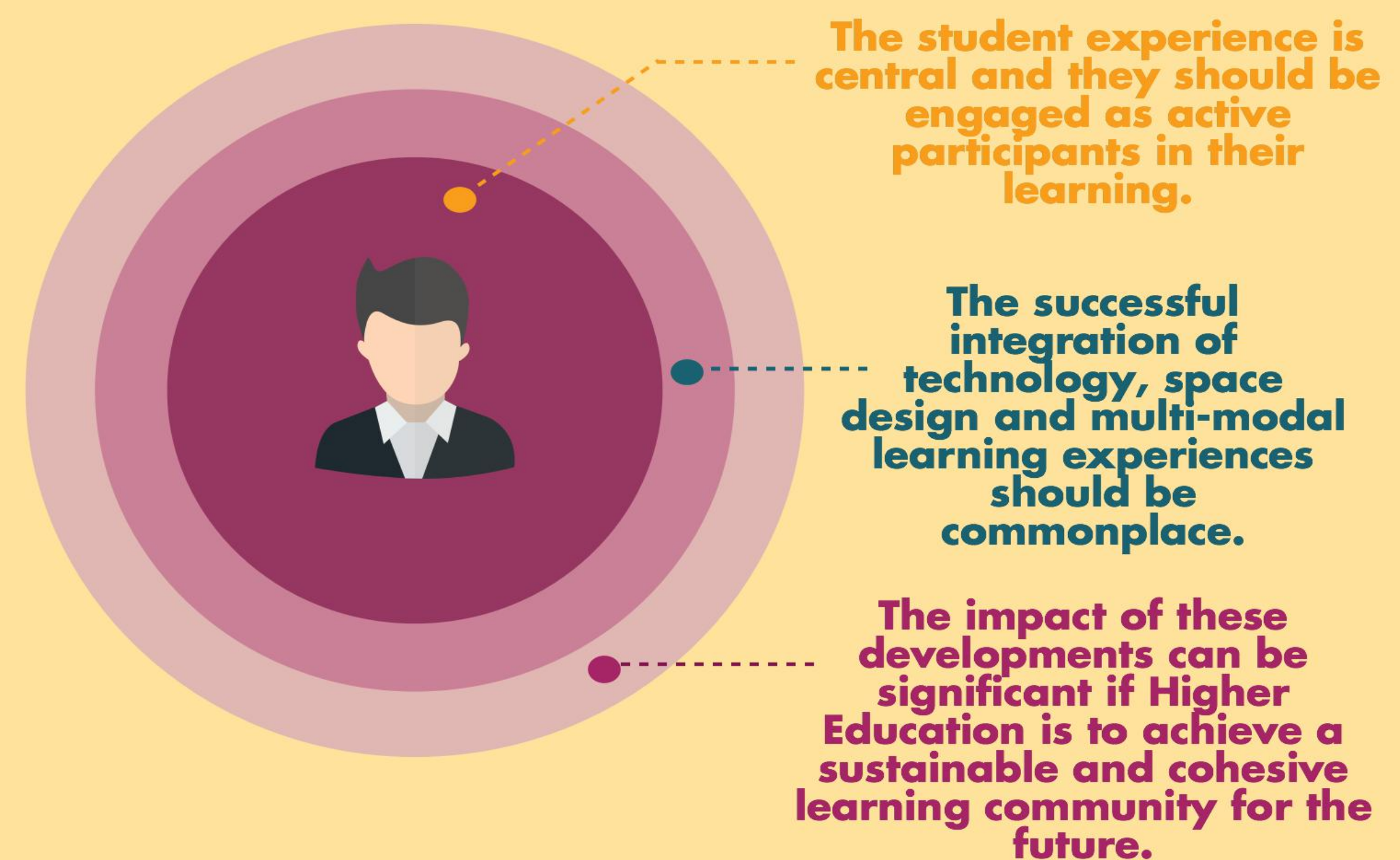
ACCESS



## CONCLUSION

The construction of learning environments that foster high quality learning through inclusivity and equity of all learners is dependent upon understanding and responsiveness to how students use such places.

Assessing the elements, structure and impact of those places (physical and/or digital) through discussion with both staff and students can inform future pedagogies.



## REFERENCES

- Ainscow, M., Dyson, A., Goldrick, S. and West, M. (2012) *Developing Equitable Education Systems*. New York, NY: Routledge.
- Blessinger, P. and Anchan, J.P. (eds.) (2015) *Democratizing higher education: International comparative perspectives*. United Kingdom: Routledge.
- Boddington, A. and Boys, J. (eds.) (2011) *Re-shaping learning: A critical reader: The future of learning spaces in a post-compulsory education*. Rotterdam: Sense Publishers.
- Bourdieu, P. and Passeron, J.-C. (1990) *Reproduction in education, society and culture*, Vol. 4. 2nd edn. London: Sage in association with Theory, Culture & Society, Dept. of Administrative and Social Studies, Teesside Polytechnic.
- Boys, J. (2014) *Building Better Universities: Strategies, Spaces, Technologies*. United Kingdom: Routledge.
- Boys, J. (2014) *Doing disability differently: An alternative handbook on architecture, Dis/ability and designing for everyday life*. United Kingdom: Routledge.
- Brown, J.S. and Thomas, D. (2011) *A new culture of learning: Cultivating the imagination for a world of constant change*. United States: CreateSpace Independent Publishing.
- Gibson, S. (2015) 'When rights are not enough: What is? Moving towards new pedagogy for inclusive education within UK universities', *Taylor & Francis*, 19(8), pp. 875-886.
- Harrison, A. and Hutton, L. (2013) *Design for the changing educational landscape: Space, place and the future of learning*. United Kingdom: Routledge.
- Peberdy, D.L. (2014) *The active learning spaces book*. United Kingdom: DroitwichNet.
- Pink, S., Horst, H. and Tacchi, J. (2015) *Digital ethnography: Principles and practice*. United Kingdom: SAGE Publications.
- Price, G. and Skinner, J. (2007) *Support for learning differences in higher education: The essential practitioners' manual*. United Kingdom: Trentham Books.
- Tuan, Y.-F. (1997) *Space and Place: The Perspective of Experience*. Minneapolis: University of Minnesota Press.
- Usher, E., Edwards, R. and Usher, R.U. (2007) *Globalisation and Pedagogy: Space, Place and Identity*. 2nd edn. New York: Taylor & Francis.
- Yorke, M. (2012) 'Widening Participation in Universities in England and Wales', *Widening Participation in Higher Education*, . doi: 10.1057/9781137283412.0008.